



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 10291207
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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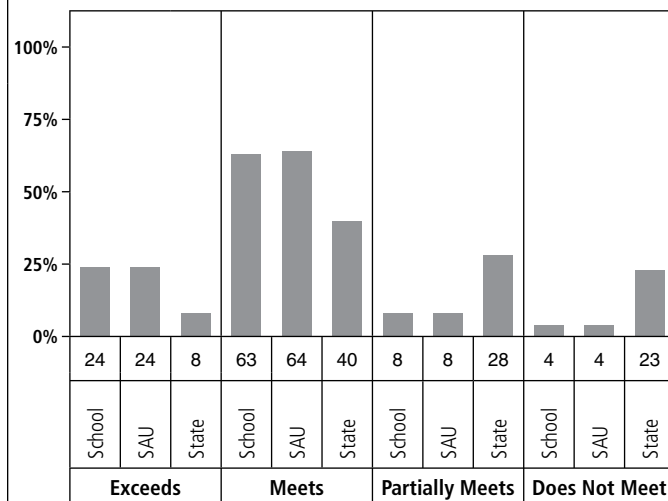
SUMMARY OF SCORES

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

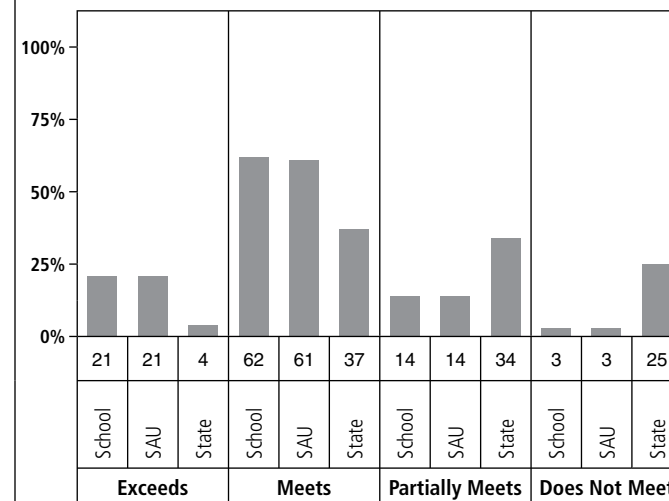
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1152 1154	1152 1154	1141 1141
Mathematics 2006–2007 2007–2008	1153 1153	1153 1153	1140 1141
Writing 2006–2007 2007–2008	1153 1155	1153 1154	1141 1140
Science 2007–2008	1148	1148	1141

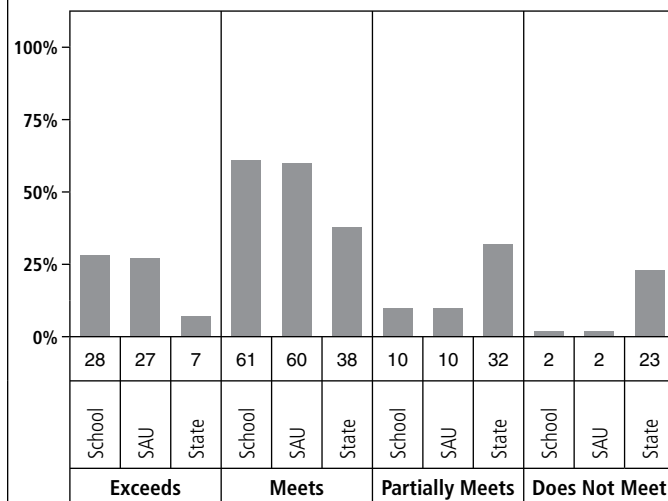
CRITICAL READING



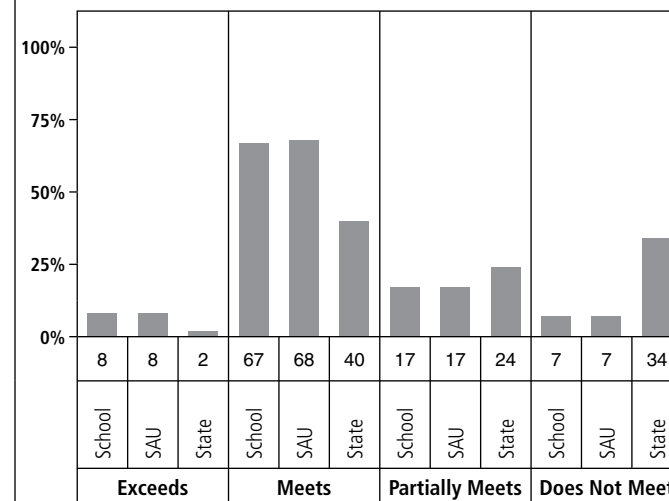
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	149	100	150	100	15604	100	145	98	146	98	14875	96	147	99	148	99	15165	97	145	98	146	98	14869	96	147	99	148	99	14961	96
Ethnicity African American/Black	1	1	1	1	305	2	1	100	1	100	261	86	1	100	1	100	286	95	1	100	1	100	260	86	1	100	1	100	280	93
American Indian or Native Alaskan	1	1	1	1	103	1	1	100	1	100	95	93	1	100	1	100	97	95	1	100	1	100	95	93	1	100	1	100	93	91
Asian or Pacific Islander	2	1	2	1	215	1	2	100	2	100	194	90	2	100	2	100	202	94	2	100	2	100	194	90	2	100	2	100	200	93
Hispanic	0	0	0	0	140	1	0	0	0	0	118	84	0	0	0	0	123	88	0	0	0	0	118	84	0	0	0	0	120	86
Caucasian/White	145	97	146	97	14841	95	141	98	142	98	14207	96	143	99	144	99	14457	98	141	98	142	98	14202	96	143	99	144	99	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	9	6	10	7	2247	14	9	100	10	100	2065	93	9	100	10	100	2138	96	9	100	10	100	2060	92	9	100	10	100	2081	93
Current LEP	1	1	1	1	648	4	1	100	1	100	508	79	1	100	1	100	564	87	1	100	1	100	507	78	1	100	1	100	534	83
Economically disadvantaged	8	5	8	5	4028	26	8	100	8	100	3682	92	8	100	8	100	3831	95	8	100	8	100	3679	92	8	100	8	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	130	87	130	87	13042	84	132	89	132	88	13332	85	130	87	130	87	13042	84	132	89	132	88	13192	85
Identified disability (PET/IEP)	1	1	1	1	739	6	1	1	1	1	810	6	1	1	1	1	739	6	1	1	1	1	791	6
LEP	1	1	1	1	399	3	1	1	1	1	456	3	1	1	1	1	399	3	1	1	1	1	436	3
504 plan	3	2	3	2	196	2	3	2	3	2	204	2	3	2	3	2	196	2	3	2	3	2	201	2
Participation with accommodations	15	10	16	11	1623	10	15	10	16	11	1624	10	15	10	16	11	1625	10	15	10	16	11	1567	10
Identified disability (PET/IEP)	8	53	9	56	1117	69	8	53	9	56	1119	69	8	53	9	56	1119	69	8	53	9	56	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	2	13	2	13	58	4	2	13	2	13	58	4	2	13	2	13	58	4	2	13	2	13	55	4
Other	5	33	5	31	367	23	5	33	5	31	366	23	5	33	5	31	367	23	5	33	5	31	353	23
Participation through alternate assessment (PAAP)	0	0	0	0	209	1	0	0	0	0	209	1	0	0	0	0	202	1	0	0	0	0	202	1
Identified disability (PET/IEP)	0	0	0	0	209	100	0	0	0	0	209	100	0	0	0	0	202	100	0	0	0	0	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	1	1	1	1	36	0	1	1	1	1	40	0	1	1	1	1	36	0	1	1	1	1	38	0
Non-participation – other	3	2	3	2	693	4	1	1	1	1	399	3	3	2	3	2	699	4	1	1	1	1	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	31	23	31	23	1079	7
	2006-2007	37	26	38	26	1168	8
	2007-2008	35	24	35	24	1184	8
	Cum. Total*	103	24	104	24	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	76	57	77	57	5697	38
	2006-2007	76	53	76	52	5714	38
	2007-2008	92	63	93	64	5885	40
	Cum. Total*	244	58	246	58	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	18	13	18	13	4772	32
	2006-2007	23	16	24	16	4728	31
	2007-2008	12	8	12	8	4093	28
	Cum. Total*	53	13	54	13	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	9	7	8	6	3595	24
	2006-2007	8	6	8	5	3444	23
	2007-2008	6	4	6	4	3417	23
	Cum. Total*	23	5	22	5	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	35	24	92	63	12	8	6	4	1154	146	24	64	8	4	1154	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	1										1						248	4	21	27	48	1132
American Indian or Native Alaskan	1										1						94	5	27	28	40	1134
Asian or Pacific Islander	2										2						192	4	35	30	31	1138
Hispanic	0										0						115	5	32	26	37	1136
Caucasian/White	141	35	25	89	63	11	8	6	4	1154	142	25	63	8	4	1154	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	9	1	11	4	44	2	22	2	22	1140	10	10	50	20	20	1142	1823	1	9	24	65	1126
No	136	34	25	88	65	10	7	4	3	1154	136	25	65	7	3	1154	12756	9	45	29	17	1143
Current LEP																						
Yes	1										1						488	3	22	24	52	1132
No	144	35	24	91	63	12	8	6	4	1154	145	24	63	8	4	1154	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	8	0	0	4	50	1	13	3	38	1138	8	0	50	13	38	1138	3545	3	28	30	39	1134
No	137	35	26	88	64	11	8	3	2	1154	138	25	64	8	2	1155	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	145	35	24	92	63	12	8	6	4	1154	146	24	64	8	4	1154	14574	8	40	28	23	1141
Gender																						
Female	73	18	25	45	62	7	10	3	4	1153	73	25	62	10	4	1153	7237	8	42	30	19	1142
Male	72	17	24	47	65	5	7	3	4	1154	73	23	66	7	4	1154	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	145	35	24	92	63	12	8	6	4	1154	146	24	64	8	4	1154	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	145	35	24	92	63	12	8	6	4	1154	146	24	64	8	4	1154	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	33 31	23 21	33 31	23 21	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	89 91	62 62	90 91	62 61	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	16 20	11 14	17 21	12 14	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	6 5	4 3	6 5	4 3	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	147	31	21	91	62	20	14	5	3	1153	148	21	61	14	3	1153	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	1										1						274	1	12	31	57	1133
American Indian or Native Alaskan	1										1						96	2	24	30	44	1136
Asian or Pacific Islander	2										2						200	8	37	34	22	1142
Hispanic	0										0						120	3	23	32	43	1138
Caucasian/White	143	30	21	88	62	20	14	5	3	1153	144	21	61	15	3	1153	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	3	33	3	33	1138	10	0	30	40	30	1138	1896	0	8	22	70	1130
No	138	31	22	88	64	17	12	2	1	1154	138	22	64	12	1	1154	12974	5	41	36	18	1142
Current LEP																						
Yes	1										1						545	3	16	28	53	1135
No	146	31	21	90	62	20	14	5	3	1153	147	21	61	14	3	1153	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	8	0	0	3	38	2	25	3	38	1141	8	0	38	25	38	1141	3695	1	22	37	40	1136
No	139	31	22	88	63	18	13	2	1	1154	140	22	63	14	1	1154	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	147	31	21	91	62	20	14	5	3	1153	148	21	61	14	3	1153	14865	4	37	34	25	1141
Gender																						
Female	74	12	16	48	65	12	16	2	3	1152	74	16	65	16	3	1152	7362	3	36	36	24	1140
Male	73	19	26	43	59	8	11	3	4	1155	74	26	58	12	4	1155	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	147	31	21	91	62	20	14	5	3	1153	148	21	61	14	3	1153	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	147	31	21	91	62	20	14	5	3	1153	148	21	61	14	3	1153	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	40	30	40	30	952	6
	2006-2007	37	26	38	26	937	6
	2007-2008	40	28	40	27	962	7
	Cum. Total*	117	28	118	28	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	77	57	78	58	6055	40
	2006-2007	84	58	85	58	6167	41
	2007-2008	88	61	88	60	5564	38
	Cum. Total*	249	59	251	59	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	11	8	11	8	4916	32
	2006-2007	18	13	18	12	4723	31
	2007-2008	14	10	15	10	4679	32
	Cum. Total*	43	10	44	10	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	6	4	5	4	3221	21
	2006-2007	5	3	5	3	3227	21
	2007-2008	3	2	3	2	3376	23
	Cum. Total*	14	3	13	3	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	40	28	88	61	14	10	3	2	1155	146	27	60	10	2	1154	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	1										1						248	2	19	30	49	1131
American Indian or Native Alaskan	1										1						94	3	19	38	39	1133
Asian or Pacific Islander	2										2						192	6	30	34	30	1137
Hispanic	0										0						115	2	30	36	33	1136
Caucasian/White	141	39	28	85	60	14	10	3	2	1155	142	27	60	11	2	1154	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	4	44	4	44	1	11	1139	10	0	40	50	10	1139	1825	1	7	23	69	1125
No	136	40	29	84	62	10	7	2	1	1156	136	29	62	7	1	1156	12756	7	43	33	17	1142
Current LEP																						
Yes	1										1						488	3	19	29	49	1131
No	144	40	28	87	60	14	10	3	2	1155	145	28	60	10	2	1154	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	8	0	0	1	13	5	63	2	25	1135	8	0	13	63	25	1135	3546	2	25	35	38	1134
No	137	40	29	87	64	9	7	1	1	1156	138	29	63	7	1	1156	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	145	40	28	88	61	14	10	3	2	1155	146	27	60	10	2	1154	14576	7	38	32	23	1140
Gender																						
Female	73	22	30	42	58	8	11	1	1	1156	73	30	58	11	1	1156	7239	8	43	33	17	1142
Male	72	18	25	46	64	6	8	2	3	1154	73	25	63	10	3	1153	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	145	40	28	88	61	14	10	3	2	1155	146	27	60	10	2	1154	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	145	40	28	88	61	14	10	3	2	1155	146	27	60	10	2	1154	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	12	8	12	8	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	99	67	100	68	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	25	17	25	17	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	11	7	11	7	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	8.88	59.2	8.87	59.1	6.41	42.7
Cluster 2: Physical Sciences	14	25	8.86	63.3	8.85	63.2	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	6.56	46.9	6.55	46.8	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	9.19	70.7	9.18	70.6	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	147	12	8	99	67	25	17	11	7	1148	148	8	68	17	7	1148	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	1										1						269	0	20	14	65	1134
American Indian or Native Alaskan	1										1						92	1	24	28	47	1138
Asian or Pacific Islander	2										2						199	3	36	25	36	1140
Hispanic	0										0						118	1	26	19	54	1136
Caucasian/White	143	12	8	97	68	23	16	11	8	1148	144	8	68	16	8	1148	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	2	22	4	44	1138	10	0	40	20	40	1139	1879	0	11	17	72	1133
No	138	12	9	96	70	23	17	7	5	1149	138	9	70	17	5	1149	12880	2	44	25	28	1142
Current LEP																						
Yes	1										1						519	1	18	19	62	1134
No	146	12	8	98	67	25	17	11	8	1148	147	8	67	17	7	1148	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	8	0	0	4	50	0	0	4	50	1139	8	0	50	0	50	1139	3651	1	26	24	49	1137
No	139	12	9	95	68	25	18	7	5	1149	140	9	69	18	5	1149	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	147	12	8	99	67	25	17	11	7	1148	148	8	68	17	7	1148	14754	2	40	24	34	1141
Gender																						
Female	74	5	7	44	59	18	24	7	9	1147	74	7	59	24	9	1147	7277	1	37	26	36	1140
Male	73	7	10	55	75	7	10	4	5	1150	74	9	76	9	5	1150	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	147	12	8	99	67	25	17	11	7	1148	148	8	68	17	7	1148	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	147	12	8	99	67	25	17	11	7	1148	148	8	68	17	7	1148	14463	2	39	24	34	1140

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